

Conventions of Drama



Lesson Preparation

Daily Lesson 7	READING	
	TEKS	Ongoing TEKS
	E1.Fig19B E1.2A,B,C E1.4A E1.7A	E1.15Ci-iii
Key Understandings and Guiding Questions	<ul style="list-style-type: none"> Literary techniques are used to heighten interest, appeal to an audience, and effectively communicate a message. <ul style="list-style-type: none"> — What techniques do playwrights use in drama? — How do these techniques add meaning? Readers make connections in order to better understand themselves and the world around them by reading a variety of texts and genres. <ul style="list-style-type: none"> — How does genre shape meaning? 	
Vocabulary of Instruction	<ul style="list-style-type: none"> Genre 	
Materials	<ul style="list-style-type: none"> Reader's Notebook (1 per student) Teacher Reader's Notebook (1) Classic play (class set) Anchor Chart: Genre and Theme Chart paper (if applicable) 	
Attachments and Resources		
Advance Preparation	<ol style="list-style-type: none"> Prepare to display visuals as appropriate. Students may need fiction and literary nonfiction texts from Unit 01 and poetry texts from Unit 02A for reference to create Anchor Chart: Genre and Theme and to complete the Performance Indicator. Prepare accordingly. 	
Background Information	Steps in analysis: <ul style="list-style-type: none"> Identify the genre of each text Identify the similar theme(s) in each text 	

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	<ul style="list-style-type: none">• Explain how genre shapes meaning <p>This Instructional Routine partially assesses Performance Indicator: <i>“Write multiple reflections that include personal and world connections, thoughts, and responses to literary texts and media.”</i></p>
Teacher Notes	

Instructional Routines

Daily Lesson 7	READING
Duration and Objective	<p>Suggested Duration: 50 min.</p> <p><u>Content Objective:</u> Students analyze how genre shapes meaning in fiction, literary nonfiction, poetry, and classic plays.</p>
Mini Lesson	<ol style="list-style-type: none"> 1. Instruct students to Think, Turn, Talk with an Elbow Partner to generate a list of themes developed in the classic play. Generate a class list. 2. Using the Reader's Notebook, have students review themes from fictional, literary nonfiction and poetry studied in Unit 01 and in Unit 02A. Ask: What similar themes are in these texts and our classic play? Discuss responses. 3. Create Anchor Chart: Genre and Theme. For each genre listed, brainstorm with students the techniques authors used to develop theme in the texts. 4. Select one of the themes from the class list. Think Aloud to analyze the literary techniques the authors of different genres used to develop the theme. Model, in writing, drawing a conclusion about the author's style and the genre as evidenced by the development of the theme. 5. Display prompt: How does genre of texts with similar themes shape meaning?
Learning Applications	<ol style="list-style-type: none"> 1. Students respond to the prompt in the Reader's Notebook by writing an interpretive response using textual evidence. Students draw a conclusion about the author's style and the characteristics of the genre based on their analysis.
Closure	<ol style="list-style-type: none"> 1. Ask: How does genre shape meaning? Discuss responses.